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ABSTRACT

This guide presents a list of language skills that all students should know and be able to do at each grade level from kindergarten through sixth grade, as determined by the Idaho State Board of Education. It presents, grade by grade, a list of target skills and sample assessment methods. The guide also includes columns identifying three processes that a teacher takes the student through for each skill, allowing an "X" to be placed in the column next to the skill where it is expected to be introduced, reinforced, and/or finally placed in long-term memory. This is intended to help the teacher determine the lesson and amount of repeated practice that will help achieve mastery of the skill. Three thinking levels (factual, applied/analysis, and synthesis) are also identified in columns. These thinking levels may help the teacher develop an assessment to measure the skill in question. The guide is intended to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level. The guide will also help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. (SR)

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Skills-Based Scope and Sequence Guide

Language
Grades K-6

Target Skills
&
Sample Assessment Methods

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INTRODUCTION

The State Department of Education's Skills-Based Scope and Sequence Guide is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are

called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Subject: Language **Grade Level: Kindergarten** **Skills-Based Scope and Sequence K-6**

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Convention of Language Skills										
1. Capitalize own first name.	X	X	X	X			Teacher observation	X		
2. Locate periods or question marks in grade-level written material.	X	X	X	X			Free verbal response	X		
3. Follow two-step, verbal instructions such as, "Hang up your coat, and sit down."	X	X	X	X			Teacher observation	X		
4. Name out-of sequence upper and lower case alphabet letters.	X	X	X	X			Flash cards	X		
Language Expression Skills										
1. Participate in small group conversations to share ideas, feelings, and needs.		X	X		X	X	Teacher observation		X	X
2. Ask simple questions such as the following to acquire information: Where is the bathroom? Where do I hang my backpack? What are we going to do today?		X	X		X	X	Teacher observation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Use speaking and listening skills to express ideas clearly in order to solve problems and conflicts with peers in structured and unstructured settings.	X	X	X		X	X	Teacher observation			X
4. State first and last name.		X	X	X			Free verbal response	X		
5. Join in familiar songs and poems during classroom activities.		X	X		X		Teacher observation	X		
Language Usage Skills										
1. Recite alphabet.	X	X	X	X			Free verbal response	X		
2. Join conversations without interrupting.	X	X	X		X		Teacher observation	X		
3. Distinguish between rhyming and non-rhyming words when orally presented in pairs. (Ex: Teacher asks, "Do these words rhyme, 'fish' and 'dish'?")	X	X	X			X	Teacher-made test	X		
4. Sequentially write upper and lower case letters of alphabet without a model.	X	X	X	X	X		Paper and pencil task	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Research Skills										
1. Determine whether a book is a dictionary or an encyclopedia.	X	X	X	X			Teacher observation	X		
2. Locate picture book section of library.	X	X	X	X			Teacher observation	X		
3. Access such information commonly available in a school environment as office, front play ground, library, boys and girls restrooms, gymnasium, and lunchroom.	X	X	X		X	X	Teacher observation		X	
4. Give and follow oral directions for moving fingers and eyes around a page, as well as moving body, using such positional terms as left, right, in front of, next to, beside, up, down, into, around, and under.	X	X	X		X		Student self-evaluation; teacher observation		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Conventions of Language Skills										
1. Locate capitals at starts of sentences.	X	X	X	X			Teacher observation		X	
2. Locate capitals which begin names of people and places.	X	X	X	X			Teacher observation		X	
3. Locate capitals which begin months, holidays, and days of the week.	X	X	X	X			Teacher observation		X	
4. Capitalize statements and questions in daily writing.	X	X	X		X		Work-sample evaluation		X	
5. Capitalize the word "I."	X	X	X		X		Work-sample evaluation		X	
6. Locate, explain, and use periods and question marks at ends of given sentences.	X	X	X		X	X	Teacher observation; work-sample evaluation		X	
7. Locate and explain commas in dates.	X	X	X	X			Teacher observation		X	
8. Locate commas within date within text.	X	X	X	X			Teacher observation		X	
9. Locate periods after initials and decimals.	X	X	X	X			Teacher observation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. End statements and questions with correct punctuation.	X	X	X		X		Work-sample evaluation		X	
11. Sequentially write upper and lower case letter names in sequence without a model.		X	X	X			Pencil and paper task		X	
12. Given verbal directive, write out-of-sequence upper and lower case letter names without models.		X	X	X			Pencil and paper task		X	
13. Identify letter sounds.		X	X	X			Free verbal response; flash cards; paper and pencil task		X	
14. Use letter sounds to blend grade-level words.		X	X			X	Free verbal response		X	
Language Expression Skills										
1. Participate in such role playing activities as puppet shows, plays, skits, improvised drama, and reader's theater.		X	X		X	X	Assessment of a group project; teacher observation			
2. Share for appropriate lengths of time.		X	X		X		Teacher observation			

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. State first and last name, address, telephone number, room number, and parent or guardian's name.		X	X	X			Free verbal response		X	
4. Given a stimulus, generate three rhyming words. (Ex: rat, sit, and man)	X	X	X			X	Assessment of individual project		X	
5. Verbally share a personal experience with a group of peers.		X	X			X	Free verbal response; teacher observation		X	
Research Skills										
1. Given a group of entry words beginning with same letter, determine appropriate section of dictionary (front, middle, or back) in which they may be found.	X	X				X	Assessment of individual project		X	
2. Group words with similar beginnings according to appropriate section of dictionary (front, middle, or back).	X	X				X	Work-sample evaluation		X	
3. Use picture dictionary to locate and label given pictures.	X	X	X		X	X	Teacher observation; Assessment of individual project		X	
4. Locate entry word in picture dictionary, and select other entry words from same lettered section.	X	X				X	Teacher-made test		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Alphabetize three words by first letter. (Ex: a. ball, cat, dog b. dog, house, sun)	X	X			X		Teacher-made test		X	
6. Read and follow directions for moving eyes and fingers around a page as well as body using such positional terms as left, right, in front of next to, beside, up, down, into, on, around, and under.	X	X	X		X	X	Assessment of individual project		X	
7. Shown a primary book, determine into which of the following categories it best fits: animals, occupations, weather, vehicles, toys, and shapes.	X	X		X			Teacher observation		X	
8. Determine whether parts of sentences are naming or action parts.	X	X	X	X			Teacher observation		X	
Language Usage Skills										
1. Determine whether naming words are people, places, or things.	X	X		X			Teacher observation		X	
2. Shown four contractions, select which will replace the following: are not, is not, did not, and do not.	X	X	X	X			Teacher observation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Use describing words with "er" and "est" to tell how things differ. (Ex: A tree is taller than a horse.)		X	X			X	Teacher observation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Conventions of Language Skills										
1. Use capitals to begin sentences.			X		X		Work-sample evaluation	X		
2. Use capitals to begin names of people, pets, and places (streets, states, landmarks).		X	X		X		Work-sample evaluation	X		
3. Use capitals to begin months, holidays, and days of the week.		X	X		X		Work-sample evaluation	X		
4. Locate capitals which begin titles (Mrs., Dr.), titles of media (The Idaho Statesman), and names of titles (President, Governor).		X	X	X			Teacher observation	X		
5. Locate capitals which begin names of countries and languages (Spanish, English).	X	X	X	X			Teacher observation	X		
6. End statements and questions with correct punctuation in own writing.		X	X		X		Work-sample evaluation	X		
7. Explain and use periods after initials.		X	X		X		Work-sample evaluation	X		
8. Locate, explain, and use colons separating hours and minutes (2:00).	X	X	X		X		Work-sample evaluation; teacher observation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Locate, explain, and use apostrophes in regular, singular possessives.		X	X	X	X		Work-sample evaluation; teacher observation	X		
10. Locate and explain apostrophes in contractions.		X	X	X			Teacher observation; free verbal response	X		
11. Locate quotation marks.	X	X	X	X			Teacher observation	X		
12. Locate commas within quotation marks.	X	X	X	X			Teacher observation	X		
13. Locate colons which introduce lists.	x	X	X	X			Teacher observation	X		
Language Expression Skills										
1. Use more/most and less/least with adjectives to compare two or more people, places, things, and ideas.	X	X				X	Teacher observation	X		
2. Use "I" and "me" correctly when referring to self and others.		X	X			X	Teacher observation	X		
3. Combine simple sentences to make compound subjects and predicates. (Ex: The dog barked. The dog growled. The dog barked and growled.)	X	X				X	Teacher observation	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Verbally determine whether compound subject and predicate sentences are questions or statements.	X	X				X	Teacher-made test; check list	X		
5. Locate and orally define nouns (people, places, things) and verbs within sentences. (Ex: The little boy (noun) ran (verb) home.)	X	X	X		X	X	Free verbal response	X		
6. Write simple sentences demonstrating noun/verb agreement.	X	X	X		X		Work-sample evaluation	X		
Research Skills										
1. Using a table of contents from a grade-level appropriate text, select appropriate chapter titles in which to locate information related to a specific subject or illustration.	X	X			X	X	Assessment of individual project	X		
2. Using a table of contents from a grade-level appropriate text, determine pages on which to locate information related to a topic.	X	X			X	X	Assessment of individual project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Using a table of contents from a grade-level appropriate text, select chapter titles which match descriptions of information contained.	X	X			X	X	Assessment of individual project	X		
4. Using meanings of entry words in a grade-level appropriate dictionary, select appropriate entry word to fit sentence context.	X	X			X	X	Assessment of individual project	X		
5. Select correct spelling of entry words in a grade-level appropriate dictionary from among similar-sounding words to fit sentence context.	X				X	X	Assessment of individual project	X		
6. Given a definition, determine correct entry word from grade-level appropriate dictionary page.	X	X			X	X	Work-sample evaluation	X		
7. Determine root words of grade-level words in order to locate in grade-level appropriate dictionary.	X	X				X	Work-sample evaluation	X		
8. Using a grade-level appropriate dictionary, determine meanings of words containing suffixes to fit sentence context.	X	X			X	X	Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Use pronunciation key in a grade-level appropriate dictionary to determine matching vowel sounds in given words.	X	X			X	X	Work-sample evaluation	X		
10. Apply information about meanings of entry words in a grade-level appropriate dictionary to new contexts.	X	X			X	X	Work-sample evaluation	X		
11. Given generalized topics, determine subject and appropriate card catalog or computerized program in which to locate information.			X			X	Work-sample evaluation	X		
12. Given first and last names and first, middle, and last names of authors, select appropriate card catalog or computerized program in which to locate books they have written. (Ex: Karen Corth and Jodi Loreen Williams.)	X	X			X	X	Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
13. Given a person's name and broad topic, select appropriate card catalog or computerized program in which to locate relevant information. (Ex: Abraham Lincoln and politics.)	X	X	X		X	X	Work-sample evaluation	X		
14. Determine most appropriate reference for given topic among the following: dictionary, atlas, and encyclopedia.	X	X	X		X	X	Teacher-made test	X		
15. Determine among following library sections which is most appropriate to reference given topics: fiction, biography, reference, picture books, science, and biographies.	X	X			X		Teacher-made test	X		
16. Determine types of information presented on the following book parts: cover, title page, table of contents, glossary, and index.	X	X	X	X			Teacher-made test	X		
17. Alphabetize to the third letter when all words begin similarly. (Ex: rainbow, rabbit, and random)	X	X	X			X	Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
18. Locate the following in a written book report: title, author, information about story, and whether reader likes book.	X	X	X	X			Work-sample evaluation	X		
19. Using book or project, orally present the following information about a book: title, author, description of story, and whether reader likes book.	X	X	X		X		Assessment of individual project	X	X	
20. Mark appropriate spaces on bubbled test sheet to indicate acceptable responses.			X	X			Work-sample evaluation	X		
Language Expression Skills										
1. Locate following information in a written telephone message: name of person for whom call was taken, name of caller, time of call, purpose, and receiver of call.	X	X	X	X			Work sample evaluation	X		
2. Complete invitation to include the following: date, name, street address, city, state, zip code, phone number, time, and purpose.	X	X	X	X			Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Use such appropriate titles of respect during conversations as Mr., Mrs., Ms., Dr., Sir, and Ma'am.	X	X	X		X		Teacher observation	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
Conventions of Language Skills										
1. Underline book titles and capitalize all important words within titles.	X	X	X		X		Work-sample evaluation	X		
2. Use capitals to begin titles of media and names of languages.		X	X		X		Work-sample evaluation	X		
3. Use capitals to begin first word of a quotation.	X	X	X		X		Work-sample evaluation	X		
4. Use proper end punctuation for four types of sentences: declarative, interrogative, imperative, and exclamatory.		X	X		X		Work-sample evaluation	X		
5. Correcty use commas to separate nouns in a series.		X	X		X		Work-sample evaluation	X		
6. Identify and explain commas within dates within text.		X	X		X	X	Work-sample evaluation	X		
7. Use quotation marks to indicate dialogue and titles of poems.	X	X	X		X		Work-sample evaluation	X		
8. Use commas, periods, question marks, and exclamation marks within quotation marks.		X	X		X		Work-sample evaluation	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
9. Combine two simple sentences and use commas to separate clauses.	X	X	X		X		Work-sample evaluation	X		
10. Correct sentences containing double negatives.	X	X	X	X			Paper and pencil task	X		
11. Compose the following types of sentences: question, statement, and exclamation.		X	X		X	X	Pencil and paper task	X		
12. Determine whether given sentences are statements (declarative), questions (interrogatory), or exclamations (exclamatory).		X	X	X			Teacher-made test	X		
Language Expression Skills										
1. Orally identify nouns, verbs, and adjectives in daily oral language activities.			X	X			Free verbal response	X		
2. Label nouns (people, places, things) and verbs in writing.			X		X		Teacher-made test	X		
3. Use "a," "an," and "the" correctly.			X		X		Pencil and paper task	X		
4. Replace nouns with correct pronouns.			X		X		Paper and pencil task	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
5. Use past form of irregular verbs with and without helping verbs.			X		X		Pencil and paper task	X		
6. Use the present and past forms of the verb "to be" in given sentences.			X		X		Pencil and paper task	X		
7. Complete sentences using correct spellings of the following homonyms: "to/too/two;" "there/their/they're;" and "write/right."			X		X		Paper and pencil task	X		
8. Correctly use regular plural possessives in given sentences.			X		X		Pencil and paper task	X		
9. Use compound subjects and predicates in own writing.			X		X		Work-sample evaluation	X		
10. Correct run-on sentences using capitals and end marks.			X		X		Pencil and paper task	X		
11. Label subject and predicate parts of a simple sentence. (Ex: The little boy (subject) ran home (predicate).)			X		X		Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
12. Use the following special plural nouns correctly: woman/women man/men child/children foot/feet			X		X		Work-sample evaluation	X		
13. Alphabetize to the fourth letter when all words begin with same three letters. (Ex: stall, stage, stammer)			X			X	Work-sample evaluation	X		
Research Skills										
1. Determine location of entry words in grade-level appropriate dictionary as front, middle, or back.	X	X	X			X	Teacher-made test	X		
2. Given guide words, and possible entry words, determine which entry words may be found on particular page of grade-level appropriate dictionary.	X	X	X	X	X	X	Teacher-made test	X		
3. Use grade-level appropriate dictionary to determine number of definitions for a given entry word.	X	X		X			Free verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
4. Using a grade-level appropriate dictionary, determine which entry word definition applies to a word within context.	X	X			X	X	Teacher-made test	X		
5. Use grade-level appropriate dictionary to syllabicate.	X	X		X			Norm-referenced (standardized) tests	X		
6. Use pronunciation key in grade-level appropriate dictionary to determine matching vowel sounds of given words.	X	X				X	Work-sample evaluation	X		
7. Locate words in grade-level appropriate dictionary.	X	X	X		X		Teacher observation	X		
8. Given a summary of a children's story, orally identify main idea and most important details.	X	X	X	X		X	Teacher-made test	X		
Language Usage Skills										
1. Given a summary of a children's story, retell summary in own words or pictures.		X	X	X	X		Free verbal response	X	X	
2. Use a diagram with labels to locate information.	X	X			X		Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
3. Locate the following pieces of information included in a written telephone message: name of person for whom call was taken, name of caller, time of call, reason for call, phone number of caller, and receiver of call.		X	X*	X			Teacher observation	X		
4. Complete a form which requests the following: full name, grade, room number, teacher's name, school, city, state, age, and gender.	X	X		X			Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Conventions of Language Skills										
1. Use capitals to begin words used as names (Daddy, Grandma).		X	X		X		Work-sample evaluation	X		
2. Use capitals to begin specific product names (Big Mac), organizations, bodies of water, geographical direction words, and title of person.		X	X		X		Work-sample evaluation	X		
3. Use commas correctly with appositives. (Ex: Bill, my dad's brother, returned from Iowa.)		X	X		X		Work-sample evaluation	X		
4. Use colons to introduce lists.		X	X		X		Work-sample evaluation	X		
5. Use quotation marks and indentations in own writing to indicate dialogue.		X	X		X		Work-sample evaluation	X		
6. Label common and proper nouns in own writing. (Ex: I went to the Western Idaho Fair (proper noun) last night (noun).)		X	X		X		Teacher-made test	X		
7. Correctly incorporate irregular past tense verbs, with and without helping verbs, in own writing.		X	X		X		Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Correctly use present and past forms of "to be" in own writing.		X	X*		X		Work-sample evaluation	X		
9. Identify adverbs and verbs which they modify in own writing.		X	X		X		Work-sample evaluation	X		
10. Locate antecedents of pronouns; use correctly in own writing.	X	X			X		Work-sample evaluation	X		
Language Expression Skills										
1. Use regular plural possessives correctly in own writing.			X		X		Work-sample evaluation	X		
2. Locate nouns and regular verbs in own writing. (Ex: The boys (noun) rode (verb) their bikes (noun) and yelled (verb) all the way to the river (noun).)			X		X		Work-sample evaluation	X		
3. Form possessive pronouns correctly (without apostrophes).			X		X		Teacher-made test	X		
4. Correct run-on sentences using capitals, end marks, conjunctions, commas, and semicolons.			X		X		Work-sample evaluation	X		
5. Orally match synonym, antonym, and homonym to their definitions.			X	X	X		Free verbal response (open-ended questions)	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Select appropriate synonyms and antonyms for use in a sentence or phrase context.			X*		X		Work-sample evaluation	X		
7. Complete sentences using homonyms from the following list: know/no, knew/new, for/four, heard/herd, dear/deer, one/won, right/write, and your/you're.			X		X		Work-sample evaluation	X		
8. Orally define "simile".			X	X	X		Free verbal response (open-ended questions)	X		
9. Determine two items a simile is comparing.			X		X		Free verbal response (open-ended questions)	X		
Research Skills										
1. Name the following parts of a written book report: title, author, main character, time and place of story, main idea of book, and why someone else may enjoy reading it.			X	X	X		Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Record the following from a telephone message: name of person for whom call was taken, name of caller, time of call, reason for call, phone number of caller, and receiver of call.			X*		X		Assessment of individual project	X		
3. Using a table of contents from a grade-level appropriate text, select chapter titles to locate information related to a specific subject or illustration.	X	X	X		X	X	Norm-referenced (standardized) tests	X		
4. Using a table of contents from a grade-level appropriate text, determine pages on which to locate information related to a topic.			X	X		X	Norm-referenced (standardized) tests	X		
5. Using a table of contents from a grade-level appropriate text, select chapter titles which match descriptions of information contained.	X	X		X		X	Norm-referenced (standardized) tests	X		
6. Alphabetize to the fifth letter when beginning four letters are alike.	X	X		X	X	X	Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Given related general topics, select appropriate subject to reference. (Ex: collie, dogs, or Lassie)	X	X				X	Work-sample evaluation	X		
8. Given a topic, select appropriate encyclopedia volume to reference.			X			X	Work-sample evaluation	X		
9. Use a grade-level appropriate dictionary to determine accented syllable of given word.			X	X	X		Teacher-made test	X		
10. Use grade-level appropriate dictionary to determine word meaning and use in context of sentence.	X	X			X		Work-sample evaluation	X		
11. Use card catalog or computerized program to locate such book information as author, title, and illustrator.			X	X			Teacher-made test	X		
12. Use a grade-level appropriate dictionary to determine functions of words within sentences as nouns, verbs, adjectives, or adverbs.	X	X			X	X	Teacher-made test	X		
13. Use the following dictionary parts: entry word, phonetic respelling, syllabication, and definition.		X			X		Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
Conventions of Language Skills										
1. Use capitals to begin names of historical events and titles in business letter greetings.		X	X		X		Work-sample evaluation	X		
2. Use colons after business salutations.		X	X		X		Work-sample evaluation	X		
Language Usage Skills										
1. Select verb to agree in number with subject. (Ex: One of the books is missing. The team was losing.)		X	X		X		Teacher-made test	X		
2. Locate nouns, verbs, and adjectives in own writing. (Ex: I wore (verb) my new (adjective) shirt (noun) to the birthday (adjective) party (noun).)		X	X		X		Free verbal response (open-ended questions)	X		
3. Use special forms of adjectives and adverbs to compare: good or well, better, best; bad or badly, worse, worst.	X	X	X		X		Teacher-made test	X		
4. Determine the following functions of words in own writing: nouns, verbs, and adjectives.		X	X		X		Free verbal response (open-ended questions)	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
5. Distinguish between subject and objective pronouns and use correctly in given sentences.	X	X	X*		X		Teacher-made test	X		
6. Use possessive pronouns correctly in own writing.		X	X		X		Work-sample evaluation	X		
7. Use correct forms of irregular plurals.		X	X		X		Free-verbal response (open-ended questions)	X		
Language Expression Skills										
1. Use more and most with appropriate adjectives to compare. (ex: more or most wonderful)		X	X		X		Teacher-made test	X		
2. Identify and use prepositions and prepositional phrases.	X	X	X		X		Teacher observation	X		
3. Identify and correctly punctuate interjections. (Ex: Good grief!)		X	X		X		Work-sample evaluation	X		
4. Use "who" and "whom" correctly.	X	X			X		Work-sample evaluation	X		
5. Identify antonyms and synonyms orally and in written form when presented with a stimulus. (Ex: hot (cold), happy (sad) or speak (talk), cool (chilly).)		X	X		X		Teacher observation; paper and pencil task	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
6. Write and/or illustrate meanings of figurative language. (Ex: a. simile b. metaphor c. idiom)		X	X*		X		Assessment of individual project	X		
7. Complete fourth parts of analogies. (Ex: Car is to road, as airplane is to (air).)	X	X	X			X	Teacher-made test	X		
Research Skills										
1. Given guide words, determine which entry words may be found on a grade-level appropriate dictionary page.		X			X	X	Teacher -made test	X		
2. Given other form of entry word, determine simplest form to locate in a grade-level appropriate dictionary.		X	X		X		Teacher-made test	X		
3. Determine appropriate definition and function (part of speech) for a homograph within context of a sentence.	X	X	X		X	X	Open-book testing	X		
4. Use a grade-level appropriate dictionary to determine accented syllable of given word.		X	X		X		Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
5. Use pronunciation key in grade-level appropriate dictionary to determine matching vowel sounds in given words.		X	X*		X		Work-sample evaluation	X		
6. Using card catalog or computerized program, locate a fiction book according to author's last name.	X	X	X		X		Teacher observation	X		
7. Using card catalog or computerized program, locate fiction book according to first word of title.	X	X	X		X		Teacher observation	X		
8. Locate a nonfiction book by selecting appropriate words from its title.	X	X	X		X	X	Teacher observation	X		
9. Using card catalog or computerized program, determine location of book using author's name.	X	X	X		X		Teacher-made test	X		
10. Using card catalog or computerized program, determine location of books related to a given subject.	X	X	X		X		Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
11. Given research question containing several nouns, determine appropriate encyclopedia volumes to access to locate relevant information. (Ex: How do bees produce honey?)	X	X	X*		X		Work-sample evaluation	X		
12. Determine kinds of information presented on copyright page, title page, table of contents, and index of grade-level appropriate text.	X	X	X	X			Check list	X		
13. Use grade-level appropriate dictionary to perform the following: a. determine syllable entries to hyphenate words for everyday writing; b. identify sentence examples; c. reference such special sources as homonyms and measurement tables; d. locate plural and other forms of entry words.	X	X	X	X	X		Assessment of individual project	X		
14. Locate synonyms using a thesaurus or dictionary for use in daily writing.	X	X	X	X	X		Teacher observation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
15. List the following parts for preparing note cards: a. topic at top; b. heading which summarizes main idea; c. most important facts and details; d. paraphrase of writer's ideas; e. source of information.	X	X	X*	X			Check list	X		
16. Write an outline from a grade-level appropriate text which includes the following: a. title; b. Roman numerals for main ideas, capital letters for examples, and numbers for supporting details; c. capitals to begin all entries.	X	X	X		X	X	Assessment of individual project			X
Study Skills										
1. Determine the following as appropriate techniques for taking essay tests over grade-level appropriate material: a. read each question carefully; b. locate such word clues to help determine appropriate responses as explain, compare, contrast, describe, solve, and give opinion c. include all relevant information known about topic; d. organize ideas and write response.	X	X	X	X			Assessment on individual project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual level	Applied Analysis	Synth Eval
2. Determine the following as appropriate procedures for effectively studying for tests: a. skim textbook pages over which questions test; b. answer chapter questions; c. reread notes; d. reread past assignments and quizzes; e. ask questions about unclear information.	X	X	X*	X			Check list	X		
3. Write a book report over a grade-level appropriate book which includes the following: a. introduction which contains title, author, setting, and main characters; b. plot summary of book's main events; c. personal opinion of book and several reasons to support opinion.		X	X		X	X	Assessment of individual project	X		
4. Locate the following information in a telephone directory: white, yellow, and blue sections; emergency numbers; residential and business phone numbers and addresses; and zip codes.	X	X	X	X		X	Teacher observation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Language Usage Skills										
1. Determine subjects in imperative and interrogative sentences	X	X	X			X	Work-sample evaluation	X		
2. Combine two simple sentences to form complex sentence with appropriate subordinating conjunction.	X	X	X		X		Work-sample evaluation	X		
3. Identify and correct sentence fragments and run-on sentences.		X	X		X	X	Work-sample evaluation			X
4. Write plurals of nouns ending in "s," "ss," "ch," "sh," "x," consonant, vowel + "y," "f," and "fe."		X	X	X	X		Work-sample evaluation	X		
5. Write plurals of names (Jane - Janes), and such irregular nouns as moose, salmon, deer, woman, goose, and foot.		X	X	X	X		Work-sample evaluation	X		
6. Use singular and plural possessive nouns correctly in own writing. (Ex: woman's glove, Williams' house, men's umbrellas)		X	X		X		Work-sample evaluation	X		
7. Use appositives to combine sentences; punctuate correctly.	X	X			X		Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. In given sentences, identify the following: main and auxiliary verbs, singular and compound direct objects.	X	X			X		Work-sample evaluation	X		
9. In given sentences, identify transitive and intransitive verbs and verb phrases.	X	X		X			Work-sample evaluation	X		
10. Identify present, past, or future tenses of regular and irregular verbs.	X	X		X			Work-sample evaluation	X		
11. Use verb forms that agree with compound subjects joined by "either . . . or" or "neither . . . nor."	X	X	X		X		Work-sample evaluation	X		
12. Use verb forms that agree with subjects of sentences beginning with "here" or "there."	X	X			X		Work-sample evaluation	X		
13. Use sit, set, lie, lay, rise, and raise correctly in given sentences.	X	X			X		Work-sample evaluation	X		
14. Use comparative and superlative forms of irregular adjectives (much, little, good, bad) and those requiring "more" and "most" correctly.	X	X				X	Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Use comparative and superlative forms of irregular adjectives (much, little, good, bad) and those requiring "more" and "most" correctly.	X	X	X*			X	Work-sample evaluation	X		
16. Use adjectives and adverbs to expand sentences to make them more clear and vivid.	X	X			X		Work-sample evaluation		X	
17. Use commas after such introductory words as well, yes, and no, and to set off a name in a direct address.	X	X	X			X	Work-sample evaluation	X		
18. Use correct abbreviations for place names, businesses and titles, agencies and organizations, and states.	X	X	X	X			Work-sample evaluation	X		
19. Use quotation marks around titles of short stories, articles, songs, book chapters, and poems; capitalize correctly.		X	X	X			Work-sample evaluation	X		
20. Underline titles of books, magazines, newspapers, and movies.		X	X	X			Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
21. Use subjective and objective pronouns correctly after linking verbs and as compound subjects and objects.	X	X				X	Work-sample evaluation	X		
22. Correctly use "who," "whom," and "whose" in given sentences.	X	X				X	Work-sample evaluation	X		
23. Use verbs that agree with singular and plural indefinite pronouns in given sentences.	X	X			X		Work-sample evaluation	X		
24. Identify prepositional phrases used as adjectives and adverbs to modify nouns and verbs.	X	X				X	Work-sample evaluation	X		
25. Expand sentences using prepositional phrases.	X	X			X		Work-sample evaluation		X	
26. Identify nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections in own writing, and label according to functions (parts of speech).	X	X	X		X		Free verbal response (open-ended questions)	X		
27. Select pronouns that agree in number, person, and gender with antecedents, and demonstrate understanding in daily writing.	X	X			X	X	Work-sample evaluation			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
28. Write sentences demonstrating subject-verb agreement in daily writing.	X	X	X*		X		Work-sample evaluation			X
29. Develop analogies. (Ex: Shoe is to foot as glove is to (hand).)		X	X			X	Assessment of individual project			X
Research Skills										
1. Alphabetize words to fifth letter in which first four letters may be alike and different. (Ex: plain, plane, placid, plaid)			X			X	Teacher-made test	X		
2. Select appropriate meaning and pronunciation of several entry words which are spelled exactly alike for use in sentence context. (Ex: en' trance, en trance')	X	X				X	Teacher-made test		X	
3. Using grade-level appropriate dictionary, determine all possible functions (parts of speech) of entry words.		X	X	X			Work-sample evaluation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Using grade-level appropriate dictionary, determine following characteristics of entry words: primary and secondary accents, number of syllables, phonetic respellings, and pronunciations.		X	X*	X			Teacher-made test	X		
5. Using title page, table of contents, and copyright page from grade-level appropriate text, describe information presented, and create own title page, table of contents, and copyright page.	X	X			X	X	Assessment of individual project		X	
6. Identify and use following parts of index entry in grade-level text: topic, sub-topics, and cross references.	X	X		X	X		Work-sample evaluation		X	
7. Given several options, determine which are major categories of Dewey Decimal System.	X	X		X			Check list	X		
8. Categorize book titles into Dewey Decimal categories.	X	X	X			X	Teacher-made test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Locate following information on card catalog cards or computerized program: name and date of publisher, editor, illustrator, contents of book, and potential resources for additional research.	X	X		X			Work-sample evaluation	X		
10. Select appropriate source from following references: atlas, almanac, dictionary, encyclopedia.			X		X		Free verbal response (open-ended questions)	X		
11. Identify newspaper articles as one of the following: news story, feature article, editorial, or display advertisement.			X		X		Free verbal response (open-ended questions)	X		
12. Identify Readers' Guide to Periodical Literature (or similar computerized program) and kinds of information it contains; use to locate research information.			X	X			Work-sample evaluation	X		
13. Identify following encyclopedia entries: guide words, main entry, sub-headings, key words, cross references, and content.			X	X			Teacher observation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
14. Determine correct meaning and function (part of speech) of a multiple-meaning word within context.		X	X*			X	Teacher-made test	X		
15. Use grade-level appropriate dictionary to determine etymology and synonyms.	X	X		X			Teacher-made test	X		
16. Make a note card from a grade-level appropriate text which includes: a. topic at top; b. heading which summarizes main idea; c. most important facts and details; d. paraphrase of writer's ideas; e. source of information.	X	X			X	X	Check list			
17. Write a book report about a grade-level appropriate book that includes: a. introduction that includes title, author, setting, and main characters b. plot summary of book's main events c. opinion of book and several reasons to support it.		X	X			X	Assessment of individual project			X
18. Publish a one page research report.		X	X		X	X	Assessment of individual project			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
19. Take a complete and accurate telephone message that includes the following: name of person for whom call was taken, name of caller, time of call, reason for call, phone number of caller, receiver of call and priority of call.		X	X*			X	Assessment of individual project	X		
20. Locate following information in telephone directory: white, yellow, and blue sections, emergency numbers, residential and business phone numbers and addresses, and zip codes.			X	X		X	Teacher observation; teacher-made test	X		
Study Skills										
1. Prepare a written outline of a content-area text which includes a title, major topics (indented with capital notation), and information (indented again with lower case notation) as a study skills strategy.		X	X		X		Assessment of individual project			X
2. Complete such forms as school or sports registration, contest application, and order.		X	X		X		Check list	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Take two-column notes (or other effective method of notetaking) as a study skills strategy in a content area.	X	X	X*		X		Work-sample evaluation			X

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